



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Muleshoe ISD** CDN **009-901** Vendor ID ESC **17** DUNS **021931464**

Address **514 West Avenue G** City **Muleshoe** ZIP **79347** Phone **806-272-7400**

Primary Contact **R. L. Richards** Email **rlrichards@muleshoeisd.net** Phone **806-272-7404**

Secondary Contact **Suzanne King** Email **sking@muleshoeisd.net** Phone **806-272-7333**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **R. L. Richards**

Title **Superintendent**

Email **rlrichards@muleshoeisd.net**

Phone **806-272-7404**

Signature

Date **11/06/2018**

Grant Writer Name **R. L. Richards**

Signature

Date **11/06/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
High turnover rates (19%), many inexperienced teachers (40%) and less than 3 qualified applicants per open position force the districts to rely on alt-cert, DOI or leave position unfilled 73% of the time.	Create a partnership between neighboring districts that will share the cost of operating a district-based, high-quality EPP enabling qualified candidates with ties to our communities to complete their bachelor's degree and state teacher certification within two years or less.
The match of faculty to student demographic is unrepresentative with the ratio of minority faculty to minority students = 1:40, whereas the ratio of white faculty to white students = 1:2.	Recruit qualified candidates from the community that are representative of the student demographics in the two districts to complete the GYO teacher preparation program.
Fewer than 50% of graduates enroll in post-secondary ed - due mainly to cost associated with leaving the community to attend college, further complicating pipelining of teacher talent.	Partner with Texas Tech University to create a GYO option for undergraduate preparation and teacher certification in the districts of the coalition.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 2021, 16 newly prepared, demographically representative, community-rooted candidates will earn their bachelor's degree, be recommended for teacher certification in district-defined hard-to-staff areas, and have signed a contract for employment for SY2021 in one of the Pivot Group districts. In addition, by May 2021, 75 high school students will have completed the ETC courses and participated in regional and state-level TAFE events, with 50% being on track to enter an EPP in two years with intentions of returning to teach in the region.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

August 2019 (January to August 2019)

- Hold 2 governance meetings with coalition members and EPP
- Finalize MOU with EPP and for potential participants
- Create plan for recruiting high-school students for ETC
- Initiate conversations with CC for offering dual-credit option for ETC courses
- Identify Pathway 2 candidates for Year 1
- Cultivate candidates for Pathway 2 in Year 2
- Benchmark reporting

Measurable Progress (Cont.)**Second-Quarter Benchmark**

December 2019 (August to December 2019)

- Hold 2 governance meetings with coalition members and EPP
- Review and update utility of MOU with EPP and participants
- Monitor recruiting of high-school students for ETC - review successes and challenges
- Monitor progress on conversations with CC for offering dual-credit option for ETC courses
- Monitor progress of Pathway 2 candidates in Year 1
- Continue cultivating candidates for Pathway 2 in Year 2
- Benchmark reporting

Third-Quarter Benchmark

October 2020 (January to August / August to October to December 2020)

- Hold 5 governance meetings with coalition members and EPP
- Monitor recruiting of new class of high-school students for ETC - review successes and challenges associated with modifications in second quarter
- Finalize a pathway for SY2021 with CC for offering dual-credit option for ETC courses
- Monitor progress of Pathway 2 graduates from Year 1
- Monitor candidates for Pathway 2 in Year 2
- Begin recruiting for a Year 3 cohort
- Benchmark reporting

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project data associated with this project will be gathered, analyzed and interpreted in order to monitor progress toward the SMART goal. Specifically, the following variables will be examined:

- Number of qualified candidates available in coalition districts
- Demographic match of candidates to students in the districts
- Number of qualified candidates entering the EPP, including obstacles for those not entering
- Impact of incentives made available to participants, and identification of needs not addressed with grant funding
- Progress of EPP candidates toward certification, including rate of passing certification exams and demonstration of instructional competency
- Proportion of candidates seeking certification in areas of need within the districts
- Number of high school students enrolled in ETC, including obstacles for those not enrolling or those discontinuing
- Participation of coalition district students in TAFE regional and state events
- Outcomes of grant participants who begin teaching in SY2020
- Articulation of undergraduate pathway to teaching with partner IHEs

Data on each of these variables will be gathered (as available) analyzed and compiled by district and EPP representatives prior to each governance meeting. Discussion will center on continuation and / or modification of activities producing these results, and decisions will be made by the district superintendents and EPP representative about appropriate next steps. The current proposal already has a significant expenditure by the district to house the EPP within the coalition districts. Additional efforts will be made to identify ways of covering costs associated with tuition and the ETC in order to sustain the advances past the funding period, including approaching the community college partners about creating a 100% online AAT degree plan with associated courses enabling degree completion while minimizing cost to the post-secondary student.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.

- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.

- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and

- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Each district in the MS-E Pivot Group will employ their own ETC teacher to lead local efforts. In addition, these teachers will contribute to the monthly governance meetings held between the two districts and the EPP, and will encourage collaboration in the student organizations with the current Pathway 2 candidates enabling the high school students to "see" the real possibility of becoming a teacher through this program. An MOU detailing the amounts and uses of additional funding associated with this proposal will be created stipulating that the teacher receiving funding associated with ETC offerings will commit to remain in the district for one year beyond the funding cycle (i.e., until end of SY2022). Once notification of funding is made, the superintendents will conference with the current instructors to ensure a shared mission in terms of expansion and diversification.

Muleshoe ISD

Mrs. Valerie McCamish has 18 years of teaching experience and 8 local years of experience in Muleshoe. Throughout her teaching career, Mrs. McCamish has taught more than 1,000 local students and more than 2,000 students. She is very involved in the local community. Mrs. McCamish participates in the BCMA Food Pantry, volunteers at her local church as a Sunday School Teacher, and a Vacation Bible School Volunteer. She is a very active and thriving part of MHS, not only as our FCCLA sponsor, but also a class sponsor. As the FCCLA sponsor, Mrs. McCamish provides competition opportunities for her students and pushes them toward success. She has shown, through her many classroom projects, that she is willing to go above and beyond for her students, her school, and her community. Mrs. McCamish holds a Special Education and an FCS Teaching Certification, as well as a Counselor and Principal Certification. Mrs. McCamish has scored proficient and above on T-TESS evaluations.

Springlake-Earth ISD

Mrs. Elizabeth Roman has four years of teaching experience, all within our district. She initiated our TAFE program and participates in our FCCLA program. Under Mrs. Roman's direction, we have implemented a personal finance program, added Principles of Human Services and Practicum Education classes. She has organized students to complete numerous school and community improvement initiatives. She also coordinates and sponsors our annual Veteran's Breakfast, honoring local Veterans for their service to our country. Mrs. Roman holds a Family and Consumer Sciences 6-12 certification and has previous experience as a bilingual educator working specifically with migrant students. She has been rated as proficient on her most recent T-TESS evaluation.

District Commitment to Further Developing ETC Teachers

The district will also support the ETC teachers to expand and diversify through the recruiting activities (described in Attachment 1), and by providing professional development opportunities associated with student organizations associated with career cultivation. For example, the districts will support travel expenses associated with sending the two teachers to the state-level TAFE convention in February 2019, attending the national conference of Educators Rising in June 2019, and supporting ETC teachers in learning about micro-credentials offered through Educators Rising. These efforts will "grow" the ETC teachers by exposing them to state and national efforts among high schools to cultivate future teachers and provide them with additional resources and ideas for how to improve even more the effectiveness of their own work.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Across the two-district coalition, there are approximately 60 paraprofessionals, instructional aides and long-term substitute teachers. The target number of candidates for Pathway 2 represents about 30% of individuals serving in these capacities.

The plan for recruiting, selecting and supporting Pathway 2 candidates in each district will involve eight steps:

1. Superintendent discusses with the building administrative team criteria contained in the program guidelines for making an individual eligible for participating in the Pathway 2 program.
2. Central personnel records will be gathered to assist building administrators to review all candidates who could possibly meet the credit-hour and certification time line requirements for Cohort 1, and those who could earn 60 credit hours and begin the program in Cohort 2.
3. Candidates meeting the minimum eligibility requirements have transcripts reviewed by EPP for a tentative "admission" decision. Candidates who meet EPP and program guidelines are recommended back to the superintendent and building administrative team for a "selection" review using the criteria outlined in #4. Candidates who do not meet EPP and program guidelines are coached for how they might meet the criteria within one year, or in anticipation of opportunities after the current funding period.
4. Building administrative team ranks eligible candidates is a rubric containing the following dimensions using scores to select up to 16 candidates across the two districts:

Candidate has ...

- o Met eligibility requirements for participation in the grant activity and EPP
- o Close connection to the school and local community
- o Overall GPA qualified her/him for scholarship at EPP
- o Potential for teaching in hard-to-staff content area
- o Positive relationships with students in the schools
- o Recommendation from certified teachers with whom the candidate works most often
- o Social supports outside of work that are likely to be needed in order to complete the program
- o A demographic profile that is consistent with student demographics

5. Superintendent shares with eligible candidates the district support, the EPP support, the \$10K scholarship aimed at supporting completion of the EPP, and the requirement for commitment to remain at the district for a minimum of three years following graduation and certification.
6. Superintendents select candidates for their districts and arrange application to the EPP.
7. In May, district and EPP representatives attend a "celebration" marking the decision and launch of the EPP program.
8. The district administrative team meets monthly with Pathway 2 candidates to support and encourage completion. Professional development and career opportunities are discussed including instructional coaching, and administrative roles after required time in the classroom.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	2	X \$6,000 =	12,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
Total Request for Pathway 1			28,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	2	X \$5,500 =	11,000
Number of candidates pursuing both a bachelor's degree and a teacher certification	16	X \$11,000 =	176,000
Request for Pathway 2			187,000
Request for Pathway 1			28,500
Total Combined Request for Pathways 1 & 2			215,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Payroll	203,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Training	3,000

SUPPLIES AND MATERIALS (6300)

Supplies for the Classrooms and for Students	6,000

OTHER OPERATING COSTS (6400)

Travel and Meals	3,000

Total Direct Costs 215,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

215,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Muleshoe and Springlake-Earth ISDs have combined to address the need for teacher talent in the region. With several months of prior planning and support from Texas Tech University, the M-SE Pivot Group (so named because of the way the two districts will collaborate) has discussed the creative and unique ways to work together and begin recruiting teachers through Grow Your Own. The two school districts have already implemented ETC offerings at each high school beginning with the 2018-19 school year. In fact, at least one of the districts has assigned their FCCLA teacher, who holds a master's degree in Counseling and Administration, to be the lead teacher in this initiative. In the current year, both districts have already launched preliminary efforts at establishing student-groups to further enhance experiences for those in the Ready, Set, Teach program.

Also, in the current school year, the two districts (combined) have over 60 high school students enrolled in one or more of the ETC offerings after one year of implementation, and other students watching the process have expressed interest in enrolling during 2019-20. Perhaps most important, the students enrolled in these courses self-identify as Hispanic creating a demographic profile that more closely match that of the entire district. All schools in the M-SE Pivot have hired highly-qualified teachers, at least one of which (in both districts) is Hispanic. These teachers will support this initiative to grow our own teachers. The teachers hired to teach these ETC Classes are highly motivational and encouraging to students. The success of our ETC program will hinge on these very professional staff and their terrific mentoring and leadership. *To ensure successful implementation and growth of the ETC, the districts will utilize the following strategies.*

Muleshoe ISD

MISD and MHS will use career inventories to help student explore careers related to their strengths and will have students research their top choices. MHS will hold a CTE course fair which will include a booth from the Education and Training Courses for all 8th grade students. One to one career planning and counseling will be conducted for all students grade 8-11. Course description material will be distributed to all students before scheduling meetings are held. MHS currently has an active FCCLA chapter with goals to increase participation in career focused STAR events with emphasis in Early Childhood Education and Teach and Train. As the number of students enrolling in our Education and Training Classes increase, we will allocate additional resources to the student organizations associated with the career pathway. Further, MHS will

work closely with the Administration of the other schools in our district to ensure that highly qualified field experience teachers are selected. A Field Experience Teacher Recruitment Planning Session will be held to inform teachers of the project and its benefits. Teachers who are at the *accomplished level* in one or more dimension of the T-TESS rubric will be specifically recruited to serve in this capacity.

Springlake-Earth ISD

Springlake Earth currently has TAFE and FCCLA organizations with an emphasis on recruiting and developing student for the teaching profession. In addition to those already participating, the district will use Career Inventory surveys and the ASVAB with all High School students in an effort to identify event more students who have the interest and potential to be effective teachers. With these results, additional students will be encouraged to explore courses in the Public Services endorsement area such as Principles of Human Service and Practicum of Education classes. As student enrollment in the ETCs grow, other courses will be added. Springlake-Earth is dedicated to using these practices and others to identify students and increase enrollment in the ETCs.

S-E ISD will utilize T-TESS to select field experience teachers who meet these requirements. Student achievement will be measured through district assessment tools, portfolios, and class projects to evaluate the contribution ETC students are making in the district.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

The members of the M-SE Pivot Group understand that this initiative must be marketed with a sense of urgency and that recruitment will be an ongoing and evolving process. The Districts, their Administrations, and their School Boards are committed to seeing this program through and will use the following techniques.

Muleshoe ISD

MISD will develop a comprehensive marketing campaign that will include social media (i.e., Facebook, Twitter), local newspaper, Chamber of Commerce, City, County, and School Websites. Recruitment activities will be targeted to all students. Students with interest in a career in Education will be directed to the Education and Training Classes through one-on-one meetings with counselor. Students who follow this Program of Study will have opportunities for Honors Credit and Dual Credit as they progress through the pathway. In addition, district-based staff will continue to present to the Education and Training classes and will provide Administrator panels when beneficial. The MISD Leadership, Central Office, and School Board, have already shown strong support for this project and will continue to promote students entering into ETC programs. The Board actually promoted an early adoption of the ETC program during 2018-19 school year and wants this program to be successful. The Board and Central Office realize that a large percentage of teachers in Texas teach 40 miles or less from where they were raised. The helps us promote this program to encourage teachers and students to return to this area.

Springlake-Earth ISD

Springlake-Earth ISD will articulate career pathways in education opportunities to the student body and community through its social media outlets (e.g., Facebook, Instagram, and Twitter), school announcements, parent conferences, and other end-of-week correspondence. Students indicating interest in ETC courses will be referred to the principal or counselor to determine eligibility for the appropriate courses. S-E ISD, its Board of Trustees, and its community strongly support this initiative and its endeavors.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

A partnership between the Muleshoe-led coalition of districts and Texas Tech University (TTU) will provide the pathway through which 22 paraprofessionals, instructional aides and long-term substitutes with at least 60-hours of college-level credit enter an EPP and transition to the role of classroom teacher by May 2021. The partnership is arranged so that the TTU model of teacher preparation can be implemented with fidelity. The districts will share the cost of a "clinical coach" (or site coordinator) and TTU will provide training, resources, support for the clinical coach, and online coursework for two cohorts of district-based teacher candidates. This arrangement ensures that the program is sustainable beyond the funding cycle once students from the ETC pathway emerge to begin teacher training.

Texas Tech University – Accelerated Preparation in and for the Community

Researchers have long known the characteristics of effective clinical practices and strategies for ensuring that prospective teachers master high-impact clinical experiences (Boyd et al., 2009; Guyton & McIntyre, 1990). From this literature, five attributes have emerged that are associated with increased teacher preparedness: (a) a focus on practice; (b) mentoring and coaching; (c) a coherent vision of teaching; (d) integration of coursework and clinical experiences; and (e) partnerships as the driving force for change and improvement. The teacher preparation program at Texas Tech University embodies these key attributes by focusing on practice and providing additional coaching and mentoring in a partnership environment that involves the teacher candidate, a clinical coach and the cooperating teacher in the host classroom (Kraft, Blazar & Hogan, 2018). The result is a new teacher stepping into the classroom with relevant cultural competencies, knowledge and skill for effective instruction, and the disposition to improve student achievement in same high-need school and classrooms where they have been preparing for the past year.

Building on a foundation of success. The proposed program to prepare teachers in the Muleshoe-led coalition is built on successful innovation and a strong track-record of partner-based accomplishment. Since 2014, the Texas Tech University (TTU) educator preparation program has offered a district-embedded, "grow your own," 12-month accelerated program for teacher preparation. The program is currently implemented in partnership with 18 school districts and 8 community-college districts across Texas, most recently with a coalition of five additional rural districts aimed at creating a talent-pipeline of teachers for some of the hardest to staff districts in the State.

Dubbed “Tech Teach Across Texas” because of its reach, and “the 2+1” because of its accelerated degree-plan structure, our existing program provides a pathway to certification built upon a two-year, Associate of Arts in Teaching (AAT) degree from a community college. Upon completion of the AAT, candidates transfer to Texas Tech University to complete a bachelor’s degree and earn teacher certification in one calendar year (12-months). Unlike previous designs (cf. Perkins & Arvidson, 2017; Walker et al, 2008), however, as a TTU student, candidates will complete online coursework while remaining in their home community to work in a partner district’s classrooms. At the end of the one year, graduates have an immediate job opportunity in the schools where they were prepared for teaching.

Effective clinical practice. As part of the 2+1 design, district-selected candidates will transfer to Texas Tech University to complete their upper-level content preparation and pedagogy training. In the TTAT preparation program, district candidates will receive near wrap-around support to ensure persistence toward content mastery and instructional effectiveness.

First, a TTU-based “clinical coach,” or site coordinator who has had successful teaching experience will instruct, coach and evaluate candidates’ progress toward instructional competency. The clinical coach will be based on the Muleshoe ISD campuses in order to provide daily contact and support, while candidates from Springlake-Earth ISD travel daily to Muleshoe for clinical practice. This organization, described as a “pivot,” allows the clinical coach to more consistently focus on support efforts and limit need for travel. In addition to pedagogy support, the coach will also serve as a liaison among Tech instructors, candidates, and the preparation program ensuring early identification of obstacles and providing resources to address challenges associated with coursework.

Second, faculty at TTU will orient courses in a manner that ensures content mastery as well as application to real classroom teaching. Outcomes on course assignments and examinations will be used to adjust teaching strategies, and tailor content teaching in a way that maximizes opportunity for success in the course, and success in challenging the State certification exams.

Third, candidates will complete their student-teaching experience under the mentorship of a school-based cooperating teachers in MISD, who also have a record of effectiveness in motivating culturally-diverse learners and improving achievement. Cooperating teachers and candidates will work together from the first day of the inservice teachers’ contract and continue until the final day of the same school year. Clinical coaches and cooperating teachers will collaborate to hone candidates’ teaching skill using data from walk-through and formal teaching evaluations.

This is not teacher-ed lite. The accelerated rate at which teacher candidates complete the TTAT program might cause some to wonder if this is a simplified pathway to teaching, but the opposite is true. Given the intensity of the program, only those candidates will be selected with academic backgrounds predictive of future success, including GPA of 2.75 or higher, a clear commitment to becoming a teacher in the region, and current personal resources (i.e., social network) necessary to persevere in a challenging program (Jabbar, et al., 2018).

From July to June of the following year, candidates will be full-time students taking courses and preparing for their content certification exam, which they will be required to pass by December. Candidates will be working in MISD classrooms supported by the “clinical coach,” and alongside cooperating teachers in classrooms. From August to December, candidates will be in schools 3 days per week, and then 4 days per week from January to June. Candidates start on the first contract day of the new school year and remain until the last contract day of the school year. During June, candidates will also work in their districts’ summer school supporting struggling students to learn content and pass the state curriculum examination.

In August of the following school year, (now) graduates will enter the classroom as standard-certified teachers who have, as a result of their preparation, one full year of experience prior to their first day. During the preparation time, candidates will not be working outside of the preparation program, so they will be able to be successful in mastering content and pedagogical skill in a program that embodies key attributes of effective teacher preparation.

Joint Governance for Continuous Improvement

Throughout the time of the project, institutional partners will continue to collaborate on a variety of task ranging from day-to-day operations to examining program impact. Quarterly governance meetings will be held for all partners to review and problem-solve around issues of recruiting, advertisement, advising, status of the learning-community activity, mentor-teacher selection, and candidate progress. These meetings will be attended in-person by leaders from both institutions, and the instructional coach. The purpose of these meetings is to provide a forum for communication about implementation, address obstacles, and implement solutions.

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OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
Muleshoe ISD	009-901

Member LEA	County-District Number
Muleshoe ISD	009-901
Springlake-Earth ISD	140-907
Friona ISD*	185-903
Olton ISD*	140-905

*After the submission of LOS from school boards, Friona and Olton ISD elected not to participate in the proposal with the Muleshoe Pivot group.

SPRINGLAKE-EARTH INDEPENDENT SCHOOL DISTRICT

P.O. BOX 130 * EARTH, TEXAS * 79031 * (806)257-3310 * FAX (806)257-3927 * www.springlake-earth.org

"Celebrating 100 years of Excellence"

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

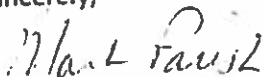
I am writing in support of the Pathway 2 *Grow Your Own* application being submitted by Muleshoe Independent School District for Cycle 2 funding. I understand that Muleshoe ISD will partner with three other districts in the region (Springlake-Earth, Muleshoe, Friona, and Olton) to share resources and expertise in implementing this grant activity. As president of the Springlake-Earth ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 3 community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Springlake-Earth ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

Oh behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Sincerely,



Mark Parish
President
Springlake-Earth ISD Board of Trustees



MULESHOE INDEPENDENT SCHOOL DISTRICT

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806-272-4120 (fax)

R. L. Richards, Superintendent

Dani Heathington,
Assistant Superintendent

Lisa Whalin,
Business Manager

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

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I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 10 community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Muleshoe ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

R. L. Richards, Ed. D.
Superintendent
Muleshoe ISD

Curtis Preston, Board President